

Indiana's Response to Intervention Academy

Using the Skills of Student Assistance Professionals on the RTI Multidisciplinary Team

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Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsiveness
- Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive

Intense,
Individualized
Support

Targeted, Supplemental
Supports

Core Curriculum, Instruction, and Learning
Environment

*Services across tiers
are fluid and data-
driven*

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Preview: Connecting My Presentation to Indiana's Vision of RTI

- A focus on collaboration supports the Social Change Model of Leadership Development (CMU)
- Identifying the skills and resources of student assistance professionals in the RTI process supports the focus on data-based decision-making and evidence-based interventions and extensions
- The focus on RTI team decision making supports the focus on family, community and school partnerships.

Overview

This presentation will:

- consider the role of collaboration in RTI,
- discuss the knowledge, skills and resources that student assistance professionals bring to each level of the RTI process, and
- interactively identify assessment and intervention resources for student assistance professionals

Indiana's Response to Intervention Academy ~ 2008/2009

Vision and Goals of the Public School

The success of a school is dependent on a wealth of factors – but the ability of a school staff to work collaboratively to identify and respond to the needs of the school community is a key component.

Zins 1988

“Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.”

Mattie Stepanek

Consultation and Collaboration

A collaborative relationship in the consultation process is fundamental. It assumes that all involved have the knowledge and skills necessary to resolve the presenting problem. It is non-hierarchical in that all are equal contributors to the problem-solving process as each brings different perspectives and areas of expertise.

Zins, 1988

*What does collaboration look
like in the school setting?*



School Collaborative Survey

- Guess, P., Gillen, M., & Woitaszewski, S, (2006)
 - N= 147 SC and SP from 6 districts in 2 southeastern states completed the School Collaborative Survey.
 - Significant difference between actual (approximately 1/semester) and desired (approximately 1/week)
 - Most frequent collaborative activities –consultation and listening to colleague concerns
 - Most desired collaborative activities – interventions and behavior management strategies.
 - Increased experience (6-15 years) increased collaboration
 - Increased administrative support and encouragement, increased collaboration

Results of the Collaborative Survey : Current Status

- Choi, Whitney, Korcуска, & Proctor (2008)
 - ASCA and NASP membership survey, N= 196
 - 77% of SC and 71% of SP reported to referring to consulting with one another for 10 or fewer students per year.
 - Reasons for referral/consultation highly traditional
 - 99% of SC and 97% of SP reported a belief that they should collaborate with one another.

Collaborative School Teams

Team make-up is determined by purpose:

- School improvement team
- Grade level team
- Departmental team
- RTI Core Team
- Multidisciplinary Team
- Case Conference Committee

All are dependent upon successful collaboration.

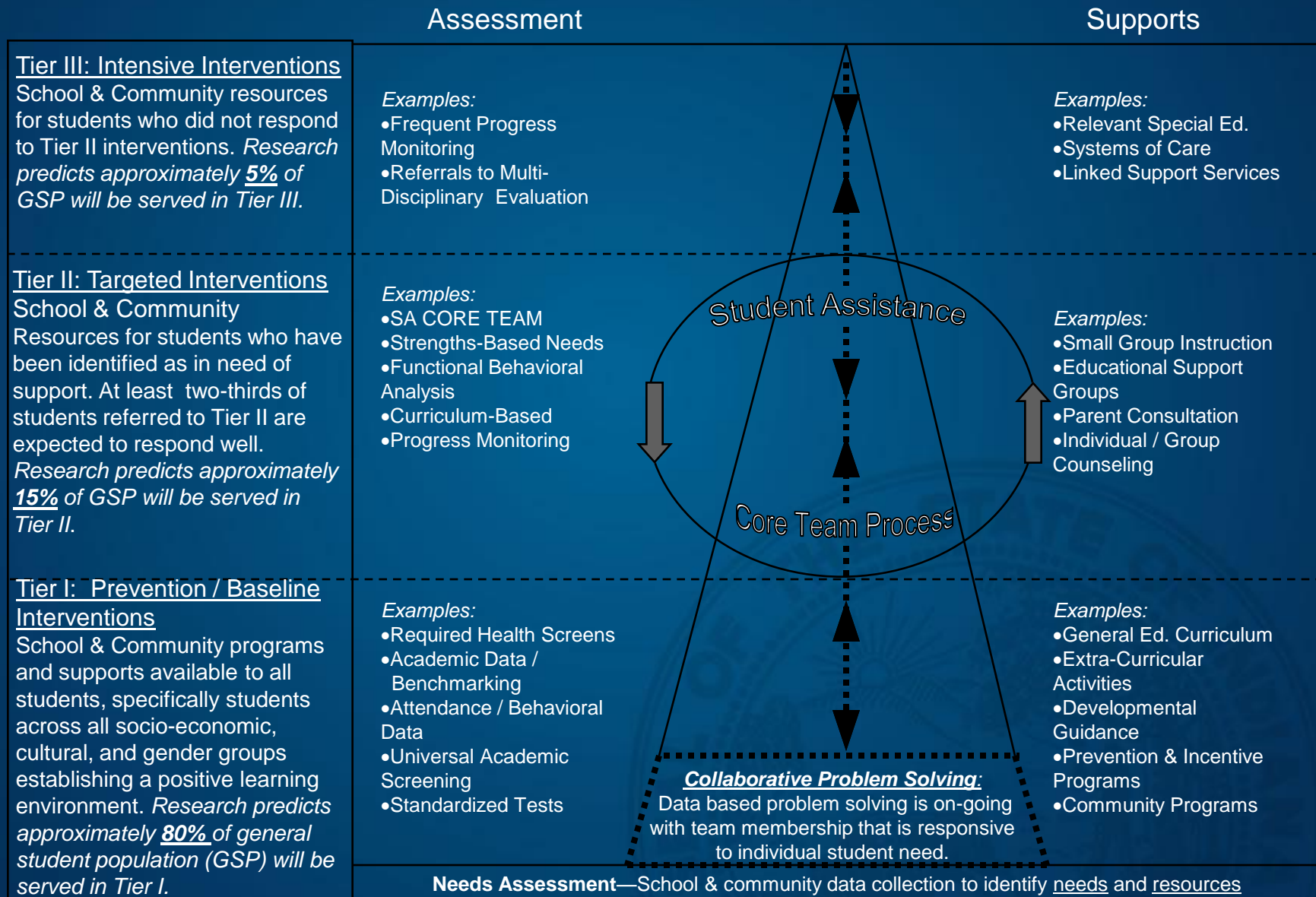
Student Assistance Professionals and the Consultation/Collaboration Model

- When the identified need is social/emotional/behavioral and/or mental health, a school has the expertise of a student assistance professional to respond to that need.
- If requested, student assistance professionals may serve on any of the identified teams to assist in the problem solving process.

Student Assistance Professionals
Serve at Each of the RTI Levels



Addressing Barriers to Learning Through Tiered Prevention & Intervention: A Student Assistance Core Team Approach



Reference:

US Office of Special Education Programs—PBIS

Student Assistance Services at the School-Wide Level



School-wide RTI Activities

- Data-review
 - grade, school, community
 - examples: achievement, discipline, attendance, health
- Data analysis
 - gaps, sub-groups, problem indicators
- Problem-solving opportunities
- Professional development opportunities
- School-wide prevention strategies specific to grade level

Activity/Discussion:

What knowledge/skills/resources are required to successfully assess the school's needs at the school-wide level?

What knowledge/skills/resources do you as a student assistance professional bring to this process?

- School Social Worker
- School Counselor
- School Psychologist
- School Nurse



Teacher Example

- Knowledge: Curriculum Content
- Skill: Classroom Management
- Resources: *Using RTI for School Improvement* by Cara Shores and Kim Chester

School Counselor

- Knowledge: Diploma Requirements
- Skills: Leadership
- Resources: *Evidence-Based School Counseling: Making a Difference with Data-Driven Practices* by John Carey, Cary Dimmett, & Trish Hatch.

School Social Worker

- Knowledge : Systems Theory
- Skills : Communication
- Resources : “The School Services Sourcebook” Franklin, Harris and Allen-Meares

School Psychologist

- Knowledge: Evidence-based practice
- Skills: Intervention Design and implementation fidelity
- Resources: *Interventions for Reading Problems: Designing and evaluating effective strategies* by Daly, Chalfouleas, & Skinner.

School Nurse

- Knowledge: General Physiology
- Skills: Whole Child Assessment
- Resources: “School Nurses Survival Guide” Richard Adams

Activity

- 1) List examples of knowledge you possess in your discipline
- 2) Identify if this knowledge is shared by other disciplines
- 3) Repeat for Skills and Resources

Screening Resources at the School-wide Level

- Assessment tools:
 - Pathways (Scott Gillies) <http://www.inpathways.net>
 - Learn More www.learnmorindiana.org
 - Gold Star
<http://www.asainstitute.org/schoolcounseling/datasystem-login.html>
- Parent, Staff, & Student surveys
- PBIS assessment tools
http://www.pbis.org/evaluation/evaluation_tools.aspx
 - Effective Behavior Support Survey
- Academic assessment –ISTEP+, NWEA, DIBELS
 - Fidelity checklist for Literacy Instruction and Core Curriculum
 - Classroom Fidelity Self-Assessment

Prevention/Intervention at the School-wide Level

Examples/Links:

- Curriculum and instruction
- School-wide prevention programs such as PBIS, Olweus Bully Prevention, Social/Study Skills programs, Attendance programs etc..
- No Excuses University
Turnaround Schools <https://turnaroundschools.com>
- Student Success Skills
<http://www.studentsuccessskills.com/index.html>

Grade/departmental level teams may provide some initial screening and make adaptations for some students.

Research-Based Intervention Websites

- Student Assistance Services Evidence-based Library
http://www.doe.in.gov/sservices/counseling/best_practice.html
- What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>
- CASEL <http://www.casel.org/>
- Intervention Central:
<http://www.interventioncentral.org/>

Student Assistance Services at the Targeted Level



Targeted Level Activities

- For those students who do not progress in response to the general curriculum, instruction and prevention programs provided to all students, additional assessment and intervention are required. This begins with a referral to the multi-disciplinary “Core Team”.
- A referral may come from a teacher, parent or administrator..

Core Team Composition

- Administrator
- School Counselor
- School Social Worker
- School Psychologist
- School Nurse
- General Education Teacher
- Special Education Teacher
- Parent – and others from the school and community determined by the needs of the student

Responsibilities of Core Team

- Logistically plan, coordinate, and facilitate team meetings.
- Collect all pertinent student data to present to the team and identify any further assessments needed.
- Communicate with the parent/guardian.
- Use the problem-solving method to identify the needs of the student- both academic and social/emotional/behavioral if demonstrated by the student information.
- Develop a plan for the student – including the intervention(s) to be implemented, the person responsible for implementing the plan, the duration of the intervention(s), how the progress of the intervention(s) will be monitored and documented, and the date for review. Identification and consideration of resources ,both in the school and the community, must be completed .

Activity/Discussion

- Considering each of the responsibilities of the Core Team what **skills/knowledge/resources** do you as a student assistance professional currently bring to the Core Team that would assist in this process?
- School Counselor
- School Nurse
- School Psychologist
- School Social Worker



Skills/Knowledge/Resources at the Targeted Level

Of these examples which would be -

- exclusive to your discipline ?
- cross discipline ?



Skills to be developed

- What?
- How?
- Who?



Legal Requirements at the Targeted Assessment Stage

- 511 IAC 7-40-4 (i)
- Parental consent is not required for the following:
 - (1) To review existing data as part of an educational evaluation.
 - (2) To administer a test or other evaluation that is administered to all students unless, before administration of the test or evaluation, consent is required from parents of all students.
 - (3) To screen students if a teacher or a specialist is using the information to determine appropriate instructional strategies for curriculum implementation.
 - (4) To collect progress monitoring data when a student participates in a process that assesses the student's response to scientific, research based interventions as described in section 2 of this rule.

Legal requirements at the Targeted Assessment Stage continued ...

511 IAC 7-40-4

- **(j) The public agency must make reasonable efforts to obtain parental consent, as defined in 511 IAC 7-32-17, for the initial educational evaluation. To document reasonable efforts, the public agency must keep a record of its attempts to obtain parental consent, including the following...**
- **(k) Parental consent for an initial educational evaluation must not be construed as consent for initial provision of special education and related services.**

Assessments at the Targeted Level

- Functional/Behavioral Assessments

<http://cecp.air.org/fba/>

- Social/emotional/mental health assessment tools:

www.doe.in.gov/sservices/Rtl/assessment.html

- PBIS assessment tools

www.pbis.org/evaluation/evaluation_tools.aspx

Legal Requirements when Providing Interventions at the Targeted Level

- 511IAC 7-40-2 (f)

(f) The parent of a student who participates in a process that assesses the student's response to scientific, research based interventions must be provided with written notification when a student requires an intervention that is not provided to all students in the general education classroom. The written notification must contain the following information:

(1) The:

(A) amount and nature of student performance data that will be collected; and

(B) general education services that will be provided.

(2) The evidence-based strategies that will be utilized for increasing the student's rate of learning to grade level.

(3) The parent's right to request an educational evaluation to determine eligibility for special education and related services.

511 IAC 7-40-2 (f) continued

- (4) An explanation that:
- (A) the public agency will initiate a request for an educational evaluation if the student fails to make adequate progress after an appropriate period of time, as determined by the parent and the public agency, when provided with scientific, research based interventions; and
- (B) when the public agency initiates a request for a educational evaluation under clause (A), the public agency will provide written notice to the parent regarding the evaluation before requesting written parental consent for the evaluation as specified in section 4 of this rule. After obtaining written parental consent, the public agency must evaluate the student and convene the CCC within twenty (20) instructional days.

Interventions at the Targeted Level

Examples:

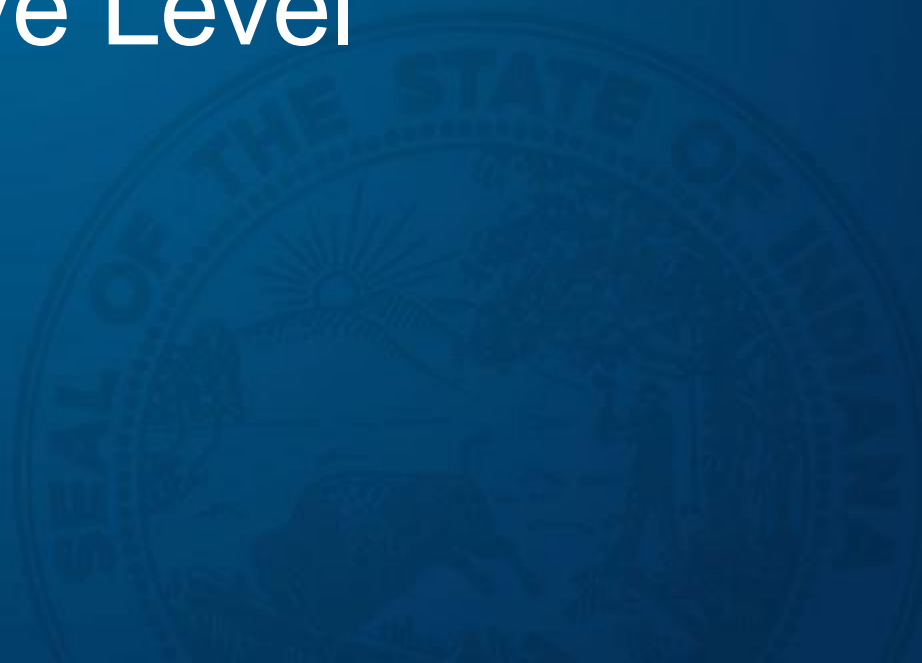
- School social worker – individual counseling
- School Counselor – social skills group
- School psychologist – progress monitoring
- School nurse – medication



Resources to Assist at the Targeted Level

- Chart Dog
http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php
- Research-based interventions
 - www.interventioncentral.org
 - http://www.doe.in.gov/sservices/counseling/best_practice.html
- Student Assistance Services: Policy Considerations and Implementation. A Companion Guide to Article 4
http://www.doe.in.gov/sservices/counseling/SAS_program_guide.pdf
- Indiana's Vision to Response To Intervention Guidance Document <http://www.doe.in.gov/indiana-rti/>

Student Assistance Services at the Intensive Level



Intensive Intervention

- A student who does not make sufficient progress (respond to the intervention) must be considered by the Core Team for either:
 - more intensive intervention(s) - duration, frequency
 - referral to community resources if the intervention is beyond the scope of the school
 - referral for special education evaluation

Responsibilities of the Core Team at the Intensive Level

- Review RTI progress monitoring and other pertinent data.
- Communicate with the parent/guardian.
- Consider all possibilities with regard to intensifying the intervention(s).
- Identify those resources in the community that may serve the needs of this student.
- If necessary make referral to community agency, or for special education evaluation.

Referral for Special Education

511 IAC 7-40-4

Section 4

- (a) Either a parent or a public agency may initiate a request for an educational evaluation
- (b) If a “student has not made adequate progress after an appropriate period of time when provided with appropriate instruction..the public agency must initiate a request for an educational evaluation.”
- (c) (1) provide the parent with written notice
(2) obtain parental consent

Initial Educational Evaluation

511 IAC 7-40-4

- (d) After a parent makes a request, the public agency has 10 instructional days to provide the parent with written notice.
- (e) Written notice provided to the parent regarding an educational evaluation must include the following:
 - (1) A statement that the public agency is proposing or refusing to conduct the educational evaluation...
 - (B) refuses to conduct the educational evaluation, an explanation of the parent's right to contest the agency's decision by requesting:
 - (i) mediation
 - (ii) a due process hearing.

Initial Educational Evaluation Timelines

511 IAC 7-40-5

(d) The initial educational eval. must be conducted and the CCC convened within 50 instructional days of the date the written parent consent is received by licensed personnel. The time frame does not apply in the following situations:

(1) When a student has participated in a process that assesses the student's response to scientific, research based interventions... the time frame is 20 instructional days.

Activity/Discussion

- Considering each of the responsibilities at the intensive level what **skills/knowledge/resources** do you as a student assistance professional bring that would assist in this process?
- School counselor
- School nurse
- School psychologist
- School social worker



Core Team, Multidisciplinary Team, and Case Conference Committee Defined



Core Team

The Core Team is the student services assessment, intervention, and referral team which is responsible for identifying student needs and suggesting appropriate interventions to meet the identified need. In addition, the Core Team assists the school improvement team in the identification of school-wide needs and the implementation of school-wide prevention. The Core Team may be composed of school representatives including: administration, general education teachers, special education teachers, school nurse, the Student Assistance professionals as well as others determined by the school population (such as the English as a Second Language (ESL) teacher). It is important to have representation from all school disciplines.

Student Assistance Services:
Policy Considerations and Implementation
A companion guide to Article 4

http://www.doe.in.gov/sservices/counseling/SAS_program_guide.pdf

Multidisciplinary Team

511 IAC 7-32-65

The group of qualified professionals who conduct a student's educational evaluation with input from the student's **parent**. The qualified professionals include, but are not limited to:

- (1) At least **1 teacher** licensed in, or other specialist with knowledge in, the **area of suspected disability**.
- (2) A **school psychologist**, except for a student with a suspected: (A) developmental delay.. (B) language impairment.. (C) speech impairment only...
- (3) For a student with a suspected learning disability:
 - (A) The student's gen. ed. teacher or, if the student doesn't have a gen ed. teacher, a gen ed. teacher qualified to teach students of the same age.
 - (B) For early childhood students...
- (4) For a student who is blind or has low vision...

Case Conference Committee

511 IAC 7-32-12

The group of persons who are responsible for the following:

- (1) Reviewing the educational evaluation report and determining a student's eligibility for special education and related services.
- (2) Developing, reviewing, and revising a student's IEP or transition IEP.
- (3) Determining the following:
 - (A) The appropriate special education, related services, and placement for a student and the setting or settings in which those services will be provided.
 - (B) Other matters, including the provision of a FAPE, that are assigned to an IEP team by federal law or to a CCC by state law or any rule of the IN state board of education, including this article.

Case Conference Committee

Public Agent 511 IAC 7-42-3

- (a) For each CCC meeting, the public agency must designate a representative who: (1) is:
 - (A) Knowledgeable about the availability of, and has the authority to commit, resources of the public agency;
 - (B) Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; and
 - (C) Knowledgeable about the general education curriculum; and
- (2) May be any public agency participant of the CCC if the criteria of subdivision (1) is satisfied.

Case Conference Committee

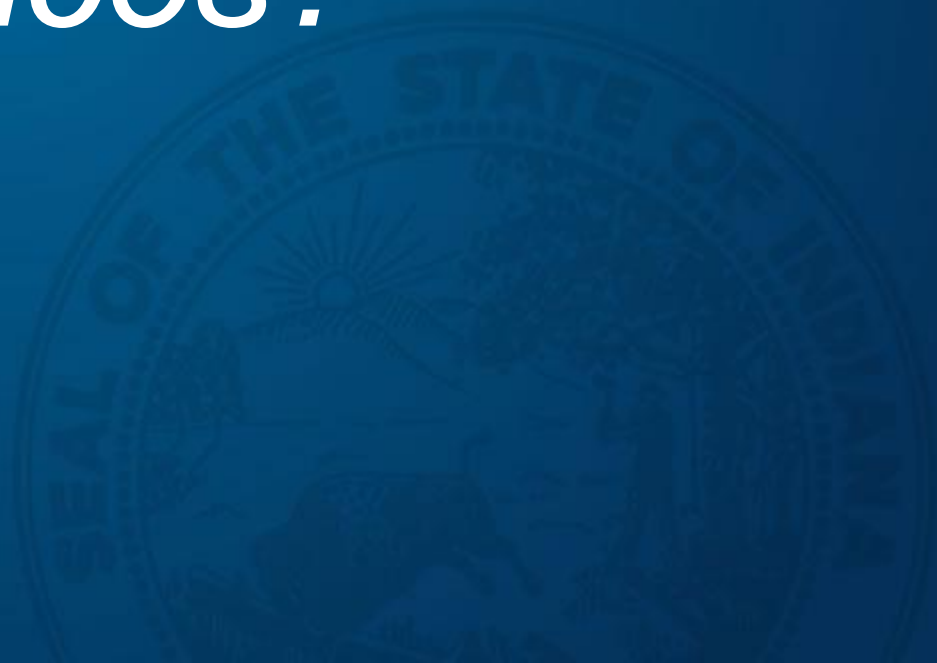
511 IAC 7-42-3

- (b) The public agency must ensure that the case conference participants include the following:
 - (1) The designated public agency representative as described in subsection (a).
 - (2) One of the following:
 - (A) the student's current teacher of record.
 - (B) In the case of a student with a language or speech impairment only, the speech-language pathologist.
 - (C) For a student whose initial eligibility for special education and related services is under consideration, a teacher licensed in the area of a student's suspected disability.
 - (3) Not fewer than one of the student's general ed. teachers, if the student is or may be participating in the gen. ed. envt.
 - (4) An individual who can interpret the instructional implications of evaluation results.
 - (5) The:
 - (A) parent of a student less than 18; or
 - (B) student of legal age unless the parent of a student of legal age choose not to participate.
- (c) The public agency must ensure the participation in the CCC of additional individuals in the following circumstances...

Resources to Assist at the Intensive Level

- Article 7 <http://www.doe.in.gov/exceptional/>
- Research-Based Interventions Library:
http://www.doe.in.gov/sservices/counseling/best_practice.html
- Indiana's RTI Guidance document:
<http://www.doe.in.gov/indiana-rti/docs/2009-03-12-RTIGuidanceDocument.pdf>

*What are potential
benefits to collaborative
practices?*



Benefits of Interdisciplinary Collaborative Practices

- Fill gaps in existing services,
- Improved coordination of academic, behavioral, and social-emotional supports,
- Increased self-efficacy
- Improved student outcomes,
- Enhanced job satisfaction,
- Elimination of overlapping roles and functions.

*What are potential
barriers to collaborative
practices?*



Potential Barriers

- Time constraints
- Adherence to traditional “job description”
- Lack of opportunity for all student service professionals to serve in the same building
- Administrative direction does not allow for collaboration

*What are potential
solutions or strategies to
foster collaborative
practices?*

Potential Strategies and Practices

- School district “levels” core team (elementary, middle, high) as opposed to building core team
- Collaborative Models
 - Howard Adelman and Linda Taylor, UCLA School Mental Health Project; <http://smhp.psych.ucla.edu>
 - *Framing New Directions for School Counselors, Psychologists, & Social Workers*
 - Simcox, Nuijens, & Lee (2006); Promoting cultural competence in schools
 - 4 levels: student, families, educators, community
- Professional organizations/associations
- Joint professional development

Questions?



Take Home: Connecting the Presentation to Indiana's Vision of RTI

- Leadership development
- Data based decision making
- Evidence based interventions and extensions
- Family, community and school partnerships